



CGS Newsletter

I University of Illinois at Urbana-Champaign, Center for Global Studies

Number 6, Spring 2008



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Rio de Janeiro Brazil

A 131 foot banner simulating a ruler for measuring the sea level, and bearing a message "It's not too late" on Copacabana Beach. Rio de Janeiro is one of the Brazilian cities more vulnerable to the rising of the ocean level. © Greenpeace

Illinois Outreach Network on Islam in World Contexts

SSRC Grant Awarded to CGS & CSAMES

The Social Science Research Council (SSRC) awarded \$50,000 the Center for Global Studies and the Center for South Asian and Middle Eastern Studies at Illinois in its new, highly competitive small grants program titled "Academia in the Public Sphere: Islam and Muslims in World Contexts."

The grant proposal submitted by CGS and CSAMES, "Illinois Outreach Network on Islam in the World," includes three components: a speaker and film series, an informal outreach network of scholars to foster understanding of the Middle East, and an expansion of the existing Web site to enrich knowledge, resources and contacts dealing with Middle East-related issues.

Each phase of the project reinforces the other and is animated by the aim to mount an expanded range of CSAMES and CGS activities that will disseminate

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Some Hard Truths You Should Know About Global Warming

By Michael E. Schlesinger

If the Earth's atmosphere did not contain water vapor, carbon dioxide (CO₂) and ozone, which make up less than 0.25% of its composition, the average surface temperature would be 0°F – so cold there would be no liquid water and, thus, no life. The fact that the temperature is a life-supporting 60°F is due to these seemingly minor greenhouse gases (GHG's). On Venus the atmosphere is all CO₂, the surface pressure is 90 times that on Earth, and the greenhouse warming is 900°F, about twice as hot as your home oven can get! The natural greenhouse effect is indisputable.

Since the beginning of the industrial revolution in mid-18th century, humanity has added CO₂ to the atmosphere by burning fossil fuels (coal, oil and natural gas) and by deforestation. This added CO₂ decreased the radiation emitted out to space by the Earth such that it was less than the radiation absorbed by the Earth from the Sun. This caused the Earth's surface and lower atmosphere to warm towards restoring the balance. This is the human-caused greenhouse effect.

From the beginning of the industrial revolution until now the United States and Europe added most of the CO₂ to the atmosphere. Soon this role will pass to the developing countries, especially China and India. There are 7 times as many people there as in the United States, each of whom, on average, uses 1/6 as much energy as a person in the U.S. If these countries develop as did the U.S., then they alone will emit 42 times as much CO₂ as the U.S., which will be 10 times the emission by the entire world now. Clearly, reducing the emission of GHG's is a geopolitical problem of unprecedented scope.

I have analyzed the observed record of average surface-air temperature from the mid-19th century to the end of the 20th century using a simple mathematical climate model to simulate this quantity for many different possible causes [1]. This analysis showed that the

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Welcome from Edward A. Kolodziej Director, Center for Global Studies

In the brief space accorded me, let me hit the highlights of a very active and productive academic year for the Center for Global Studies. I am pleased to announce that Karen Hewitt is now the Center's permanent Outreach Coordinator. We are delighted to have her as a key member of the CGS family (and not a little overwhelmed by the multiple programs she has organized, some of which are detailed in this issue of the newsletter).

The Center is now concentrating on raising private and public funding to expand its delivery of global studies programs. The \$50,000 grant from the Social Science Research Council (with funding from Carnegie Corporation of New York) was a highly competitive opportunity received by only 10 universities. The front-page article about the grant outlines the goals of our collaboration with the Center for South Asian and Middle Eastern Studies (CSAMES).

Another major effort by CGS is to develop support for a proposal to create a national network of global studies high schools. The proposal consists of four parts. The first is to identify high schools that already have robust global studies programs integrated into their curriculum. The second is to provide funds for aspiring high schools to take additional steps to develop global studies programs and become included in the network. The third is aimed at Colleges of Education to encourage and support pre-service professional programs to place greater focus on global studies

in the classroom curriculum. The final component is directed toward educational leaders, teachers, administrative officials, and principals who would like to begin the process of positioning their communities and their high school to become a part of a global studies high school network. Copies of this proposal are available by emailing or writing the Center.

In connection with this initiative, in Fall, 2008, CGS will sponsor a workshop for leading Colleges of Education to develop strategies to revise prevailing pre-service professional programs to expand the global horizons of future K-12 instructors.

Finally, the Center is working closely with the College of Education to develop a proposal to underwrite the expenses of foreign students to enroll in the online Masters program in Global Studies in Education. The College of Education is a leader in global studies and the only College that offers an advanced degree in Global Studies. Thanks to the creativity and vigorous leadership of the College of Education and Professor Fazal Rizvi, this innovative program is a model for other departments that might wish to launch online degree programs in terms of maximizing cost-benefit ratios, defined by the effectiveness and efficiency in delivering tailored, high-quality education to meet the different needs of professionals at distant learning sites — literally around the world.

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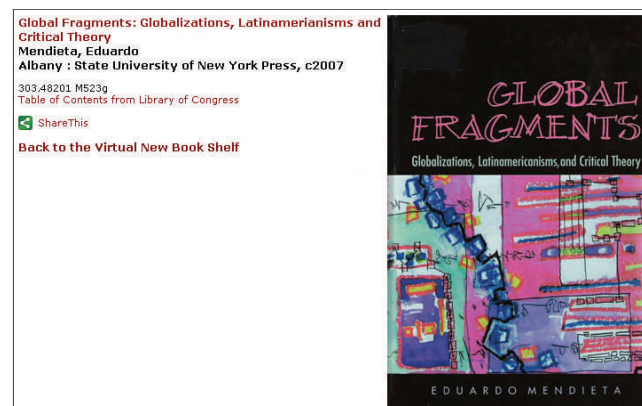
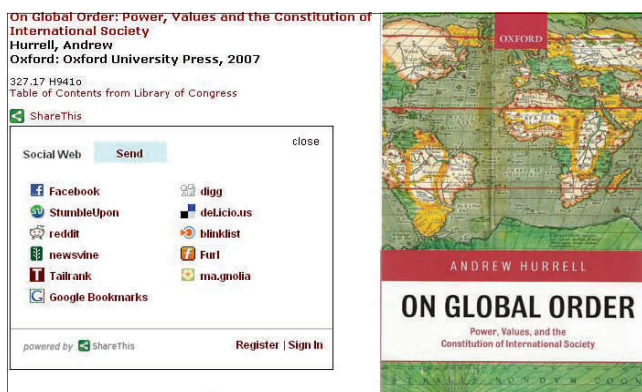
Virtual New Bookshelf for Global Studies

Need help staying current on new books in Global Studies?

Each month the Global Studies librarian features nearly twenty new books complete with table of contents in the Virtual New Bookshelf (www.uiuc.edu/goto/virtual_books). Each listing includes the cover of the book, table of contents, and a link to both Illinois' library catalog and WorldCat for further information on the availability of the book.

This unique collection of books, which now spans over three years and contains over 350 titles, provides a glimpse of the growing body of interdisciplinary works that constitute the emerging field of global studies. It is a useful tool for students and scholars to remain current on recent publications and as a collection tool for librarians.

The Virtual New Bookshelf provides a snapshot of the recently catalogued Global Studies books at UIUC. These books can be checked out in person or sent to your library. If you are not affiliated with the University of Illinois, use the WorldCat link to locate the title in your library or request it via interlibrary loan.



Islam in World Contexts

continued from front page

knowledge about the wide diversity of the Muslim communities around the globe, notably in the wide arc of Muslim societies and states from North Africa through the Middle East, the Northern Tier of Iran and Afghanistan, South Asia, and Southeast Asia, but also including Muslim communities elsewhere, such as in Europe and the United States.

CSAMES director, Marilyn Booth, and associate director Ritu Saksena, worked with CGS staff to develop an intellectually engaged project that involves the community in sharing resources and information. Faculty at institutions of higher education in central and southern Illinois are especially eager to develop collaborations and communication networks.

In the first stage of the project, CGS and CSAMES will develop a Speakers Bureau and a series of lectures for the campus and the greater community. The Speakers Bureau initially will be run through CSAMES but will include participants from across the state and Midwestern region. Speakers will be encouraged to develop and present educational and accessible talks on Islam and Muslims in a global context, and to identify and work with community organizations to host and advertise the lectures.

The grant proposal submitted to the SSRC included letters of support from Parkland Community College, Urbana Free Library, and the Peoria Area World Affairs Council. Similar organizations throughout the state will be invited to learn about the Speakers Bureau and outreach activities.

This grants program is funded by Carnegie Corporation of New York in recognition of the 50th anniversary of the Department of Education Title VI program, dedicated to international education and public education, in order to complement existing federal funding. Their goal is to support activities that succeed in disseminating the insights of academic research to the general public, and encourage public scholarship by facilitating communication between scholars and a variety of constituents.

CGS and CSAMES were among 27 National Resource Centers at 10 universities to receive funding totaling \$591,487. An external review committee made up of prominent members of the media, the social sector, and academia made the selections. The other universities receiving a grant included Harvard University, Indiana University, New York University, Ohio University, University of California at Berkeley, University of California at Los Angeles, University of Chicago, University of Minnesota, and University of Wisconsin at Madison.

Some Hard Truths You Should Know About Global Warming

continued from front page

human-caused greenhouse effect was the predominant cause of the observed warming, with another contribution by a natural oscillation of the Atlantic thermohaline¹ circulation [2].

Today there are many worrisome signs in greenhouse Earth, especially the loss of ice in the Greenland ice sheet and the complete loss of the Larsen B ice shelf in West Antarctica. Clearly the climate is changing significantly because of the human-caused greenhouse effect.

I have also found that for a moderate warming by the end of this century, the countries that emit CO₂ – which are located in temperate and high latitudes – slightly benefit in terms of market impacts, especially agriculture. But countries that emit little or no CO₂ – which are located in tropical latitudes, particularly in Africa – are harmed by a reduction in their gross domestic product [3]. Clearly this is not equitable and reverses the “Polluter Pays Principle” of international environmental law. Furthermore, for end-of-century warming that is not moderate, all countries are harmed [4].

I have calculated the expected values of the changes in average surface-air temperature and sea level this century for 4 possible future emission scenarios absent climate policy, 3 possible climate sensitivities², and 2 possible melt rates for the Greenland ice sheet, each weighted by a subjective probability. The results in 2100 are 4°F and 1.6 feet, respectively, both relative to year 2000 [5]. Even more disquieting, both temperature and sea level continue to increase into the 22nd century. I also calculated the effect of four ‘1% solutions’ wherein either the global or regional-only emissions of greenhouse gases are reduced linearly to zero by 1% per year beginning in 2010. Only for the global ‘1% solution’ does the temperature increase level off by 2100, albeit the sea-level rise does not. This shows the importance of having the entire world reduce its emission of GHG’s.

I have examined the effect of hedging against our uncertain climate future by imposing a tax on carbon now compared to 30 years

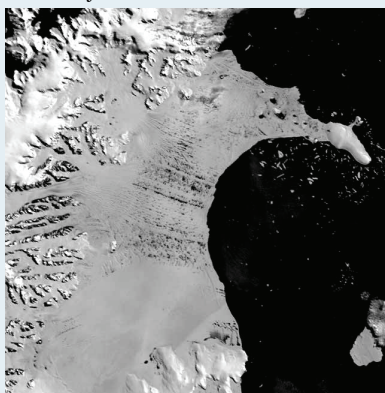
from now [6], in both cases the tax increasing annually at the then rate of interest. Results were obtained over two uncertain quantities, the climate sensitivity and the maximum allowed global warming. Imposing the tax now not only holds open options that are foreclosed by delaying the tax by 30 years, the adjustment cost³ is less for the current tax than for the tax delayed by 30 years. Thus uncertainty is not a justification for doing nothing now, rather it is the reason for acting now.

Another uncertainty of our future climate is whether or not there are tipping points, such as a shutdown of the Atlantic thermohaline circulation [7] and

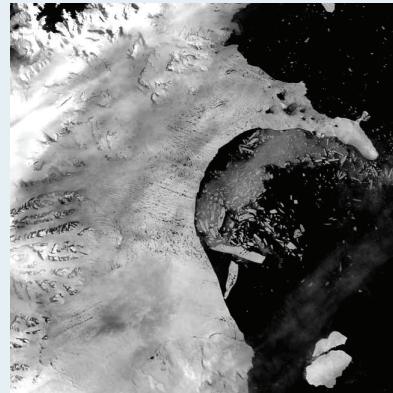
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³ The difference between the discounted Gross World Productivity (DGWP) of the policy and the DGWP of the least-cost policy, that is, the difference in DWP due to not knowing with certitude the values of climate sensitivity and maximum allowed global warming.

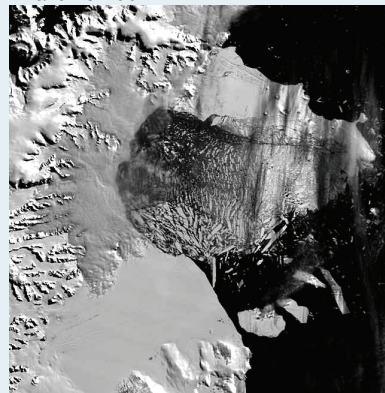
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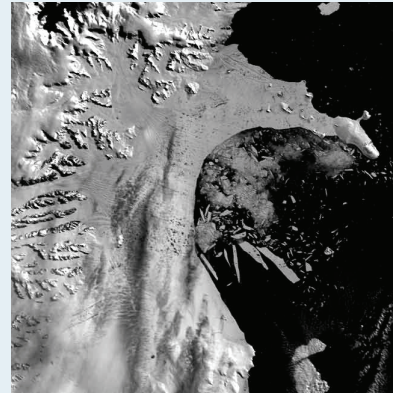
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March 5 2002



February 23 2002



The loss of the Larsen B ice shelf (a corresponding size of Rhode Island, 2717 km²) for about one month

¹ The heat-and-salt driven circulation.

² The amount the Earth would warm after restoring the radiation balance that was disturbed by a doubling of the pre-industrial CO₂ concentration.

Source: MODIS (Moderate Resolution Imaging Spectroradiometer) image courtesy of NASA's Terra satellite, National Snow and Ice Data Center, University of Colorado's National Snow and Ice Data Center (<http://nsidc.org/iceshelves/larsenb2002/>)

FIFTY THINGS YOU CAN DO TO REDUCE CARBON EMISSIONS

From the Oregon State University Campus Carbon Challenge, How Low Can You Go?

On the Go

1. Carpool instead of going it alone (at least 1 day a week)
2. Take the bus instead of driving (at least 1 day a week)
3. Bike instead of driving (at least 1 day a week)
4. Work or study from home instead of commuting (at least 1 day a week)
5. Consolidate errands instead of making multiple car trips (at least twice this month)
6. Inflate your tires (check your air pressure of your tires to make sure they are properly inflated)
7. Lighten your load (every 100 lbs. in your car increases gas consumption by 1-2%)
8. Slow down (go the speed limit and get better gas millage)

At Home

9. Light up with compact fluorescents (change at least half the light bulbs in your house)
10. Offset your energy use with green energy
11. Turn your thermostat down 2 degrees (at least 3 days a week)
12. Put on a sweater instead of turning up the
13. Turn off lights when not in use
14. Get an energy audit of your home
15. Wash 4 out of 5 loads of laundry on the "cold/cold" setting
16. Install window kits, or shrink plastic (half of your windows)
17. Unplug 90% of electronics when not in use (e.g., printer, TV, stereo, computer)
18. Seal air leaks in your house
19. Get a tune-up for your furnace
20. Investigate purchasing solar panels for your home
21. Investigate landscaping for energy efficiency (e.g., plant shade trees)
22. Stop junk mail

In the Kitchen

23. Replace meat meals with vegetarian fare (at least 1 meal per week)
25. Make it from scratch instead of buying prepackaged (at least 1 item per week)
26. Air-dry your hands instead of using paper towels
27. Reduce your shower to 5 minutes (at least 2 times per week)
28. Replace disposable with reusable (at least 2 items this month; e.g., razors, soap dispenser, toothbrush handle)

29. Lower your flow (install at least 2 low-flow water fixtures on sinks and showers)
30. Cut the cosmetics (skip 1 item for a week, e.g., mascara, deodorant, perfume)

Don't Trash It

31. Compost it (start a compost pile for biodegradable waste)
32. Reuse instead of recycle (at least 1 item per week)
33. Have a waste-free lunch (at least 1 time per week)
34. Break the coffee-cup habit (use a reusable mug all month)
35. Break the water-bottle habit (use a reusable bottle all month)

While Shopping

36. Borrow instead of buying (at least 2 items during the month)
37. Buy it used instead of new (at least 2 items during the month)
38. Bring your own bag (use cloth instead of plastic or paper at least once a week)
39. Buy local produce (at least 2 pounds per week)
40. Buy local products (at least 2 items per week; e.g., wine from Oregon instead of Australia)
41. Buy in bulk (at least 2 items; e.g. 1 large yogurt instead of 5 small, loose tea instead)

At the Office

42. Refill ink cartridges instead of buying new ones
43. Switch to online bills (at least 3 companies this month)
44. Reduce your paper consumption by about 20% this month
45. Power down your computer when not in use (install free "Local Cooling" program)

Spread the Word

46. Speak your mind (tell at least 2 policymakers that you are concerned about climate change)
47. Read one new book about climate change (e.g., Weather Makers, Field Notes from a Catastrophe)
48. Donate money to a climate-change cause (at least \$10 this month)
49. Volunteer with a climate-change project (4 hours this month)
50. Spread the word (get at least 2 people to take 2 carbon-reduction actions)

Source: <http://oregonstate.edu/~johnsonc/50%20Things.html>

Hard Truths About Global Warming

continued from page 4

the loss of the Greenland ice sheet, and, if they exist, how close we are to them. The only way to know for certain is after the fact of crossing one. But, clearly then it will be too late to mitigate that crossing, and instead we will then have to suffer and adapt to its climatic consequences. Thus the most important climate factor to hedge against is the crossing of such uncertain tipping points. To do this we must make the transition this century, as quickly as we can, from the Greenhouse-Gas-Emission Age to the Post-Greenhouse-Gas-Emission Age. To not do so would be to play Russian Roulette with the Earth's climate.

What can you do to reduce your "carbon footprint"? You can go to the website of the Oregon State University Campus Carbon Challenge (*see page 5 in this newsletter*) to find "50 ways to reduce your carbon habit" (<http://oregonstate.edu/~johnsonc/50%20Things.html>).

It's up to each of us to do our part to "Stop Global Warming Now."

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Michael Schlesinger is a Professor of Atmospheric Sciences, University of Illinois at Urbana-Champaign, member of the Governor's Climate Change Advisory Group, and contributed to the Intergovernmental Panel on Climate Change (IPCC) sponsored by the United Nations.

Global Warming, Biofuels, Food



CGS Provides Funding to Help Develop New Course on Climate Change

Plant biologist Dr. Andrew Leakey will be introducing non-science majors at Illinois to the biological science connected to climate change and the societal impacts for this century. The Center for Global Studies provided some funding to Professor Leakey to assist with course development.

The course, which meets the General Education requirement in Life Sciences, will cover the past, present and future of global climate, impacts of warming on crop yields and future food supplies, pests and diseases, and biodiversity and ecosystem health. Leakey will also devote a portion of the course to the topic of biofuels in the context of climate change. Students enrolled in the class will get a broad education in biology, including ecology, physiology, biochemistry and genetics.

Dr. Leakey's research is on plant responses in natural and agricultural ecosystems to global climate change and abiotic stress, and genomic regulation of plant ecological strategy. The goal is to enhance understanding of how the environment impacts ecosystem goods and services including biodiversity, productivity, water cycling and food supply.

Teach-In on Climate Change

On January 30, 2008, the Center for Global Studies hosted a Teach-In on Climate Change as part of a nation-wide event coordinated by Focus the Nation. The event took place at Urbana Free Library and was co-sponsored with the Environmental Council.

Illinois Professors Michael Schlesinger, Andrew Leakey, and William Sullivan gave presentations and responded to questions posed by the standing-room-only audience. Local television stations and newspapers gave broad coverage to the event. Links to the power-points and presentations are available on the CGS website: www.cgs.uiuc.edu/resources/webvideo/teach_in_08.html

Outreach Workshops for Summer 2008

The Global Demand for Biofuel

International Agriculture

Summer Workshop

June 19 - 21, 2008



This workshop for agriculture educators and social science and science teachers will be held Thursday, June 19 to Saturday, June 21, 2008 at University of Illinois at Urbana-Champaign. Participants will learn about bio-energy developments nationally and internationally, international agricultural crop production and second generation bi-products that can be used for biofuels, and the environmental, economic, and societal impacts of bioenergy. For more information visit the CGS website www.uiuc.edu.

Workshop co-sponsors include the Center for the Study of Global Change, Indiana University; Institute for Global Studies, University of Minnesota; Illinois State Board of Education, Division of Agriculture Education; and the following University of Illinois programs: ACES Global Connect; Center for Advanced Bioenergy Research, and University of Illinois Extension.

Multiple Perspectives in Teaching World History

2008 International Summer Institute

June 22 – June 27, 2008

This intensive institute will address more effective ways of incorporating non-Western histories in teaching World Histories Cultures. Case studies, presentations, and lesson plan development will include the following regions: Africa, East Asia, European Union, Latin America, Eastern Europe and Russia, Middle East and South Asia, and the incorporation of the United States in these histories.

While all K-14 teachers are welcome, materials are geared primarily toward middle school, high school and college educators. The workshop is designed for social studies teachers, particularly those teaching history, geography, sociology, and world cultures.

This workshop is organized in conjunction with the Department of History, and co-sponsored by the Center for African Studies, Center for East Asian and Pacific Studies, Center for Global Studies, Center for International Business Education and Research, Center for Latin American and Caribbean Studies, Center for South Asian and Middle Eastern Studies, European Union Center, and the Russian, East European, and Eurasian Center.

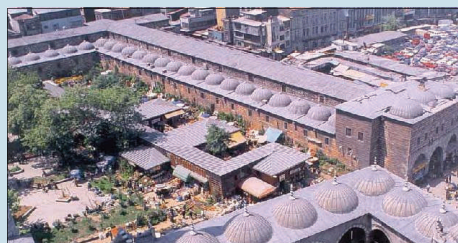
For more information, visit the i2i website: <http://www.i2i.uiuc.edu/2008program.php>

Turkey Across the Curriculum: From the Ottoman Empire to Today

Saturday, June 7, 2008

The history of the region occupied by Turkey plays an important role in school curriculum on Western and non-Western cultures. This one-day workshop for K-12 educators will provide additional context for incorporating Turkish history and culture in the classroom.

Topics to be addressed include · Turkey as a key player in the geopolitical landscape · Reflections on political history and contemporary notions of genocide · Turkish and Islamic arts · Turkish cuisine · Integrating Turkey into classroom curricula · Review of lesson plans and resources available for loan through the University of Illinois National Resource Centers. This workshop is presented by the Center for Global Studies, Center for



Egyptian Market, aerial view, Istanbul.
(c) Copyright 2006 Turkish Cultural Foundation

South Asian & Middle Eastern Studies, and the European Union Center. The Peoria Area World Affairs Council and the Turkish Cultural Foundation are co-sponsors of the

workshop. To register, contact global-studies@uiuc.edu. The workshop is free. 7 CPDUs.

For the second year in a row, the Turkish Cultural Foundation selected CGS and PAWAC to collaborate on their Teachers Study Tour to Turkey. Four high school teachers from Illinois will be selected to participate. The cultural and historical tour, from July 28—August 6, will also include visits to Turkish schools.



Center for Global Studies

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CGS Newsletter

Editors: Karen Hewitt and Chaebong Nam

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